DOCUMENT RESUME

ED 220 649 CE 033 547

AUTHOR Tramel, Dot
TITLE The Role of the Vocational Teacher in Student Counseling, Placement and Follow-up. Inservice Instructional Unit VIIIA.
INSTITUTION Mississippi State Univ., Mississippi State.
SPONS AGENCY Appalachian Regional Commission, Washington, D.C.; Mississippi State Dept. of Education, Jackson. Div. of Vocational and Technical Education.
PUB DATE Jul 81
NOTE 58p.; For related documents see CE 033 539-551 and CE 033 821.

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Career Counseling; Career Guidance; Classroom Techniques; Educational Resources; *Inservice Teacher Education; Instructional Materials; *Job Placement; Learning Activities; Lesson Plans; Postsecondary Education; Secondary Education; Student Employment; Teacher Role; Transparencies; Units of Study; Vocational Education; *Vocational Education Teachers; *Vocational Followup; Workshops
IDENTIFIERS Mississippi

ABSTRACT

This unit of instruction is one of a series of materials developed by the Comprehensive Vocational Teacher Education Program for the Mississippi ARC (Appalachian Regional Commission) Region to provide teacher educators, vocational directors, teachers, and others with basic instructional materials needed to guide and assist inservice vocational teachers in improving professional teaching competencies. This unit on the vocational teacher's role in student counseling, placement, and follow-up contains lesson plans, instructional material, teaching aids, transparency masters, evaluation instruments, and references needed to conduct a minimum of 3 hours of inservice training on the subject. The three lesson plans contained in the unit include student learning objectives, materials and equipment needed, introduction, learning activities with suggested dialogue, application (drill, illustration, questions, participation in discussion, and so forth), evaluation, and summary. Directions for using this instructional inservice unit are included in the package. (KC)

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ED220649

THE ROLE OF THE VOCATIONAL TEACHER IN STUDENT COUNSELING, PLACEMENT AND FOLLOW-UP

DEVELOPED BY

DOT TRAMEL

JULY, 1981

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Comprehensive Vocational Teacher Education Program
For the Mississippi ARC Region

HARRY D. HOLLOWAY, PROJECT DIRECTOR
GERALD A. RICHARDSON, ASSOCIATE PROJECT DIRECTOR

Department of Vocational Education and Technology
Mississippi State University
Mississippi State, Mississippi 39762

COOPERATIVELY FUNDED BY

The Appalachian Regional Commission
Mississippi State Department of Education, Vocational & Technical Division
and
Mississippi State University

Inservice Instructional Unit, VIIIA

CE 033 547

DIRECT INQUIRIES TO:

Comprehensive Vocational Teacher Education Program

for the Mississippi ARC Region

P.O. Box NU

Mississippi State, Mississippi 39762

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FOREWORD

This unit of instruction is one of a series developed by the Comprehensive Vocational Teacher Education for the Mississippi ARC Region to provide teacher educators, vocational directors, teachers and other appropriate individuals with some basic instructional material needed to guide and assist inservice vocational teachers in improving professional teaching competencies. The competencies addressed are those which have been identified and validated as being important to successful vocational teachers. Individual unit titles were selected on the basis of a comprehensive needs assessment inventory completed by over 200 inservice vocational teachers of the Mississippi ARC region.

Each unit contains the lesson plans, instructional material, teaching aids, transparency masters, evaluation instruments, and references needed to conduct a minimum of three hours of inservice training on the subject. The material contained in each unit was thoroughly researched and field tested before inservice vocational teachers, teacher educators and vocational directors before being published and is considered appropriate for teachers in all occupational areas and at both the secondary and post-secondary levels of instruction.

Special recognition for major roles in the direction, development, coordination, and testing of these instructional units is extended to: Mr. Elwyn Wheat, Director of Vocational and Technical Education, Mississippi State Department of Education, who conceived the idea of the Comprehensive Vocational Teacher Education Program; the twelve member Program Steering Committee which so ably assisted in identifying inservice teacher needs

and priorities; the graduate interns and assistants of the Department of Industrial and Occupational Education, Mississippi State University who researched, developed and field tested the units; the vocational directors and teachers of the Mississippi ARC region who participated in the field testing; and Gerald A. Richardson, Associate Project Director, who coordinated and supervised the development of these instructional units. Sincere appreciation is also extended to the Appalachian Regional Commission for the funding and sponsorship of this project.

Harry D. Holloway
Project Director

HOW TO USE THIS INSTRUCTIONAL UNIT

1. This instructional unit is designed to provide sufficient material for a three hour inservice training session. The comprehensiveness of each lesson will depend upon the class time available and the total preparation of the teacher.
2. Teachers should carefully study each lesson plan, teaching aid, instruction sheet and transparency before attempting to use them. Since each lesson is planned around material found in the references, it is suggested that the references be studied if possible.
3. The lesson plans are intended as guides for assisting the teacher. However, they are flexible enough to allow the teachers to inject their own personality and techniques into the lesson.
4. It is suggested that the teacher follow five stages in teaching: preparation, presentation, application, verification, and summary. The presentation and application stages can often be combined and the summary may be used at any point in the lesson.
5. Coding of teaching aids, instruction sheets, transparencies, and evaluation instruments.
   a. Units of instruction are designated by Roman Numerals and capital letters (IA, IB, IIA, IIB, etc.)
   b. Lesson plans are designated by capital letters (A, B, C, etc.)
   c. Teaching aids are designated by (A) and an arabic numeral and coded to the lesson with which it will be used.

      Example: The first teaching aid for the second lesson in unit IIIA would be coded IIIA-B-(A1).

d. Instruction sheets are designated by (I) and an arabic numeral and coded to the lesson with which it will be used.

Example: The second instruction sheet for the first lesson in unit IIA would be IIA-A-(I2).

e. Transparencies are designated by (T) and an arabic numeral and coded to the lesson with which it will be used.

Example: The third transparency to the second lesson of unit IIIA would be coded IIIA-B-(T3).

f. Evaluation instruments are designated by an (E) and coded to the lesson with which it will be used.

Example: An examination to be given in the third lesson of unit IA would be IA-C-(E).

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UNIT PLAN

UNIT TITLE: The Role of the Vocational Teacher in Student Counseling, Placement and Follow-up

PREPARED BY: Dot Tramel DATE: July, 1981

I. INTRODUCTION:

Effective teaching in the classroom is the foundation of a practical counseling program. There is no dividing line between instruction and counseling for the vocational teacher; a sincere interest in the student as an individual dictates assistance in job placement and follow-up. Increased emphasis in federal legislation on student placement adds to the responsibilities of the vocational teacher in this area.

The purpose of this unit is to enable the vocational teacher to better understand and fill his or her role in the areas of counseling, placement and follow-up.

II. UNIT OUTLINE:

A. The instructor's role in counseling services

1. The counseling relationship defined
2. Influence of the peer group
3. Parent conferences
4. Home visits

B. The instructor's role in student placement

1. Information services
2. Teaching job application skills
3. Preparing students for employment interviews

C. The instructor's role in follow-up services

1. Local requirements
2. State requirements
3. Conducting follow-up surveys

III. STUDENT PERFORMANCE OBJECTIVES:

The student will be able to:

A. Identify positive and negative aspects of counseling.

B. Plan and conduct a parent conference.

C. Write an appropriate letter of recommendation to an employer on behalf of a student.

D. Describe a properly prepared job application, resume' and letter of application.

E. Prepare a unit of career instruction to be incorporated in the individual's course curriculum.

F. Implement follow-up procedures as required by federal, state and local regulations.

IV. STUDENT LEARNING ACTIVITIES	RESOURCES REQUIRED
Listen to teacher presentation on role of the teacher in counseling services	Overhead Transparencies: VIII A - A (T1-T13) Instructional Sheets: VIII A - A (I1, I2)
Listen to teacher presentation on the instructor's role in placement and participate in class discussion	Overhead Transparencies: VIII A - B (T1, T2) Instructional Sheets: VIII A - B (I1-I3)
Examine current local and state requirements on follow-up of vocational students	Overhead Transparencies: VIII A - C (T1) Instructional Sheets: VIII A - C (I1, I2)

V. STUDENT EVALUATION:

Students will be evaluated by:

A. Oral questions given in class and evaluated by the teacher.

B. Role playing a parent conference and discussing the positive and negative aspects of the situation given (Instruction Sheets VIIIA - A (I3, I4).

C. Preparing a plan for incorporating career information into their individual curriculum (Instruction Sheet VIIIA - B (I4).

VI. RESOURCE MATERIALS:

"Accountability at the Classroom Level," March, 1979, Vol. 50, No. 3 American Vocational Journal by John Hunt. A follow-up procedure for electricity and electronics.

Assist Students in Applying for Employment or Further Education. Module F-5, The Center for Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio, 1977.

Career Counseling, Von H. Robertson, Editor. 1968 Yearbook, T&I Division of AVA, American Technical Society, 1968.

Conduct a Student Follow-Up Study, Module A-10 of Category A, The Center of Vocational Education, The Ohio State University 1978.

Five-Year State Plan for Vocational Education, Mississippi 1978-1982.

Follow-up Guidelines Mississippi Secondary Vocational Education Data Systems (VEDS), 1980.

Gather Student Data Through Personal Contacts, Module F-2 of Category F, The Center for Vocational Education, The Ohio State University, 1977.

Guidance, Professional Teacher Education Module Series, F1-F5. The Center for Vocational Education, The Ohio State University, 1977.

Human Relations in Business, Steven A. Eggland, John W. Williams, Southwestern Publishing Company, 1977.

Job Interview Skills Training: A Workshop Model, Research and Curriculum Unit for Vocational-Technical Education, College of Education, Mississippi State University, Mississippi.

Job Placement Handbook for Vocational Guidance Counselors in Mississippi, Research and Curriculum Unit for Vocational-Technical Education, College of Education, Mississippi State University, Mississippi State, Mississippi, 1978.

Mississippi Operation Manual for Cooperative Vocational Education, Ronald J. Brownlee, Research and Curriculum Unit for Vocational-Technical Education, College of Education, Mississippi State University, Mississippi State, Mississippi, 1979.

One-Year State Plan for Vocational Education, Mississippi, 1980.

Placement and Follow-up in Career Education, Lillian Buckingham and Arthur M. Lee. Center for Occupational Education, North Carolina State University at Raleigh, 1973.

Policies and Procedures Manual, Vocational-Technical Division of State Department of Education, Jackson, Mississippi.

Provide Information on Educational and Career Opportunities, Module F-4, The Center for Vocational Education, The Ohio State University, 1977.

RCU Film and Transparency Catalog, Sue Brown. Research and Curriculum Unit, Mississippi State University, Mississippi, 1979.

Secure Training Stations for Your Co-op Program, Module J-4 of Category J, The Center for Vocational Education, The Ohio State University, 1977.

The Philosophy for Quality Vocational Education Programs, The American Vocational Association, Inc., 1510 H Street, N.W., Washington, D.C., 20005, 1974.

The Teacher As A Guidance Worker: Human Development Concepts & Their Application in the Classroom, Ira J. Gordon, Harper & Brothers Publishing Company, New York, 1956.

Use Conferences to Help Meet Student Needs, Module F-3 of Category F, The Center for Vocational Education, The Ohio State University, 1977.

West Virginia Guidebook, Job Placement Services, Division of Vocational Education, West Virginia State Department of Education, Dr. Thomas R. Allen, Jr., Marshall University, 1974.

Your Attitude is Showing, Elwin N. Chapman, Science Research Associates, Inc., Chicago, Illinois, 1972.

INSTRUCTOR'S PLAN

INFORMATIONAL LESSON

Unit VIIIA
Lesson VIIIA-A

UNIT TITLE: The Role of the Vocational Teacher in Student Counseling, Placement and Followup

LESSON SUBJECT: The Instructor's Role in Counseling Services

OBJECTIVES: Upon completion of this unit, the student will be able to:

A. Identify positive and negative aspects of counseling.

B. Plan and conduct a parent conference.

C. Describe the ethical standards of the counseling relationship.

TEACHING AIDS: Transparencies VIIIA-A-(T1-T13)

Information Sheet VIIIA-A-(I1-I4)

Checklist for Planning and Conducting a Successful Conference

Parent Conferences

MATERIALS: Overhead projector and screen

Blank transparency

China marker

REFERENCES: Guidance, Professional Teacher Education Module Series, F1-F5. The Center for Vocational Education, The Ohio State University, 1977.

The Teacher as a Guidance Worker, Ira J. Gordon, Harper and Brothers Publishers, New York. 1956.

I. INTRODUCTION (Preparation of the Learner)

When a vocational teacher demonstrates a skill to a student in the lab, two things are happening. First, instruction in performing a task is being given. Secondly, and just as important , a student's perception of the relationship of the task to work, to the job, or to other activities is being formed. This calls for a genuine interest on the part of the instructor. Students must be aware of this interest, as well as of the instructor's acceptance and liking of them.

II. LEARNING ACTIVITIES (Presentation of Information)

Instructional Topics Teaching Points	Things for Student To Do Things for Instructor To Do and Say
A. Instructors must recognize students' counseling needs	1. Make students aware of counseling services available a. school and community services b. encourage students to get to know in-school counselor 2. Become aware of your individual limits in counseling
B. Definition of guidance Transparency VIIIA-A-(T1)	1. The organization of information by the school about the child and community for the purpose of helping the child learn to make wise decisions concerning his/her future.
C. Characteristics of the teacher in successful counseling Transparency VIIIA-A-(T2)	1. Have an understanding of human behavior 2. Have a positive attitude toward working with people 3. Interpersonal and problem solving skills 4. Interest in student as an individual
D. Sources of information about students Transparency VIIIA-A(T3)	1. Observation must be objective 2. Measurement 3. Production of individual Example: all of Johnny's drawings were black - but it was because he sat in the back of the room and all the crayons but the black one were gone when they got to him. 4. Cumulative records: a. identifying data b. attendance record c. home conditions/economic factors d. health record e. academic record f. out of class activities g. record of standardized tests h. record of any event of special significance that might effect a student's development

i. special interests and achievements
j. educational and vocational plans and concerns
k. work experience
l. special needs or problems
m. photograph of student

E. Even though unprepared, teachers often find themselves in counseling situations.
1. Limitations do not eliminate situations.
   a. most counseling done by teachers is on an impromptu basis
   b. all other forces are still present
   c. time is short

F. Nature of counseling relationship

Transparency VIIIA-A-(T4)
1. Non-authoritarian: student is responsible for direction of interview and any decisions
2. Characterized by attitude of trust and respect for student
3. Allows free expression of attitudes by students.
4. Non judgmental
5. Student's feelings are perceived by teacher and communicated to student
6. Relationship is of primary concern
7. How things are done is more important than what is done.

G. Acceptance is an active process.
1. Body language
2. Tones
3. Words

H. Counseling must be student initiated
1. Student may wish advice, direction, or judgment of behavior. Teacher gives none of these. The concern is with the student growing in self-understanding so individual choices can be made, individual's valuing process can be validated, and individual solutions worked out.
2. Information is useful only as much as it is incorporated into an individual's self concept.

Transparency VIIIA-A-(T5)
3. Teachers are limited in meeting expressed demands of students.
4. You cannot assume responsibility for solution of child's concerns.
   a. training & competence is limited, recognize when you are out of your depth
   b. time is a limitation
5. If you cannot provide a safe, comfortable, private location with appropriate time, individual counseling should not be attempted; individualize instruction instead.

I. Circumstances which might cause teacher initiation of counseling

Transparency VIIIA-A-(T6)

1. A student's behavior requires explanation
2. A student's records show discrepancies between ability and achievement
3. Group members need individual help in playing their role in the group more effectively

J. Teacher's role in these cases

1. Student must perceive need for help
2. Student must perceive teacher as someone who is approachable

K. Understanding of peer group influence importance

Transparency VIIIA-A-(T7)

1. Features
   a. common motive of individuals
   b. group structure with hierarchial strata
   c. standardization of values regulates activities within group
2. Functions
   a. group acceptance & membership (physiological development) - a setting for handling feelings and urges, fears and aspirations that go along with bodily changes of adolescence
   b. social skills - social forces exerted by parents and school which place value on group membership and formation. Peer society for youth mirrors adult society, whether in a true mirror or a "coney island" mirror.
3. Role as a teaching agency
   a. development of values - adequacy, conformity, recognition of rights of others
   b. development of skills
   c. development of roles
4. Information teachers should seek about peer groups:

Transparency VIIIA-A-(T8)

   a. activities
      (1) predatory - gangs, teasing
      (2) social activities
         (a) approved - hobbies
         (b) disapproved - smoking
      (3) sports
      (4) social services
   b. roles played and by whom
   c. roles accorded status
   d. requirements for membership
   e. organizational pattern
   f. codes and customs
   g. impact on individuals
   h. interaction with adults

L. Ethics in counseling

Transparency VIIIA-A-(T9)

Instruction Sheet:
VIIIA-A-(I1)

1. Protect individual
2. Protect information
3. Don't exceed your capacity
4. Don't pass judgment or make decisions for the student
5. Safeguard written information
6. Be aware of agencies to which you can refer students.

M. Parent Conferences

Transparency VIIIA-A-(T10)

1. Two-way exchange of information and suggestions
2. Information you can gain:
   a. parent's interpretation of how student reacts to school and to your class
   b. student's physical health and emotional well-being
   c. activities outside of school
   d. type of discipline and motivation that works best at home
   e. student's hobbies, interests and abilities
   f. student's home or job responsibilities
   g. kind of environment in which the student does homework
   h. attitudes and values in home situation
   i. insights which will help clarify or redefine the problem and identify possible needed action.

Transparency VIIIA-A-(T11)

3. Information parents may gain:
   a. how well student is progressing and how course relates to student's educational and vocational plans
   b. how they can help their child
   c. whether student is achieving up to level of ability
   d. your interest in their child
   e. whether you understand and agree with their aspirations for their child.
4. Checklist for parent conferences:
   a. have purpose in mind, outline points to cover
   b. have records handy
   c. provide physical setting
      (1) private
      (2) comfortable
      (3) no barriers to communication
   d. listen - pay attention - don't dominate the coversation
   e. have course outline handy
   f. supply copy of student handbook to parents
   g. be familiar with other services available in school and community

h. restate important points at close of conference
i. end on friendly note
j. keep information confidential

Transparency VIIA-A(T12)

5. Problems with parent conferences:
   a. parents expect too much of the child
   b. their school experiences were not like those the child is encountering
   c. home values and school values may be in conflict
   d. discipline

N. Home visits

Instruction Sheet VIIIA-A(I2)

1. May be called for if you have identified a problem that the student's home situation may contribute to
   a. apathy and lack of interest could be caused by lack of rest or environment that is not conducive to good study habits
   b. low reading level could be result of a home where little or no reading takes place
   c. parents may not be willing to come to school for a conference

Transparency VIIIA-A(T13)

2. Procedures to follow
   a. be sure there is a reason to have the conference at home instead of at school
   b. request permission of parents to visit and arrange a time convenient to them when both will be at home
   c. plan the information you hope to gain and build questions around it
      (1) how do they see the situation?
      (2) what insights can they give you?
      (3) how can they help solve the problem?
   d. have a positive, friendly, attitude; show your interest in the student
   e. follow-up your visit by thanking parents and continuing your interest in the child

III. APPLICATION (Drill, illustrations, questions, participation in discussion, assignments, investigations, note taking, etc.)

Steps II and III are combined.

Students will participate in class discussion of topics and evaluate materials distributed in class.

Through lecture, the students will become familiar with the various aspects of counseling as a teacher.

IV. EVALUATION (Verification of students' comprehension of material presented)

Four students will be assigned to role play a case problem. Following this, the class will list advantages and disadvantages of the way the conference was handled. (Blank transparency and china marker will be needed to list the advantages and disadvantages.) [Instruction Sheet VIIIA-A(I3)].

V. SUMMARY (Reemphasize the important points. This summary may be given at any place in the lesson the teacher feels will be profitable to the student)

Point 1 - Although not by choice, the vocational teacher serves a counseling function to students; teaching and counseling cannot be separated.

Point 2 - Students must be made aware of the guidance and counseling services available to them in the school and community; the vocational teacher must recognize his/her limits and be able to refer students to other sources.

Point 3 - Successful teaching or counseling is dependent on your interest in the individual student.

Point 4 - Parent conferences must be carefully structured to insure accomplishment of objectives.

GUIDANCE DEFINED

THE ORGANIZATION OF INFORMATION BY THE SCHOOL

ABOUT THE CHILD AND HIS/HER COMMUNITY FOR THE PURPOSE

OF HELPING THE CHILD LEARN TO MAKE WISE DECISIONS

CONCERNING HIS OR HER FUTURE

THE FUNCTION OF THE TEACHER IS TO MAKE TEACHING AS CLOSELY RELATED TO THE INDIVIDUAL STUDENTS AS POSSIBLE.

RECOGNIZE THAT YOU ARE WORKING WITH PEOPLE, AS WELL AS TEACHING SUBJECT MATTER.

CHARACTERISTICS OF A SUCCESSFUL COUNSELOR

-- POSSESSES A POSITIVE ATTITUDE TOWARD PEOPLE

-- HAS A BASIC UNDERSTANDING OF HUMAN BEHAVIOR

-- UNDERSTANDS INTERPERSONAL PROCESSES

-- HAS SOME SKILL IN PROBLEM SOLVING

SOURCES OF INFORMATION ABOUT STUDENTS

OBSERVATION OF STUDENT

TEST RESULTS

PRODUCTION OF INDIVIDUAL

CUMULATIVE RECORDS

NATURE OF COUNSELING SITUATION BETWEEN TEACHERS AND STUDENTS

NON-AUTHORITARIAN

CHARACTERIZED BY AN ATTITUDE OF TRUST AND RESPECT BY THE TEACHER FOR THE STUDENT

PERMISSIVE - ALLOWS FOR FREE EXPRESSION OF ALL ATTITUDES BY THE STUDENT

NON-PUNITIVE AND NON-JUDGMENTAL

STUDENT'S FEELINGS ARE PERCEIVED BY THE TEACHER AND THAT IS COMMUNICATED TO THE STUDENT

RELATIONSHIP IS PRIMARY

HOW THINGS ARE DONE IS MORE IMPORTANT THAN WHAT THINGS ARE DONE!

ACCEPTANCE IS AN ACTIVE PROCESS!!!!!

LIMITS FOR TEACHERS IN COUNSELING

1. LIMIT UPON MEETING THE EXPRESSED DEMANDS OF THE STUDENT

2. LIMIT TO RESPONSIBILITY -- YOU CANNOT ASSUME RESPONSIBILITY FOR SOLUTION TO THE CHILD'S PROBLEMS

3. LIMIT TO YOUR FUNCTION -- YOUR TRAINING AND COMPETENCE IN COUNSELING IS LIMITED: RECOGNIZE THIS FACT

4. LIMIT TO THE TIME YOU CAN AFFORD A SINGLE STUDENT

TEACHER COUNSELING OF STUDENTS IS ALWAYS STUDENT INITIATED, WITH THESE EXCEPTIONS:

1. BEHAVIOR IS OBSERVED WHICH MIGHT BE CLARIFIED IN A PERSONAL INTERVIEW

2. A STUDENT'S RECORDS SHOW A DISCREPANCY BETWEEN ABILITY AND ACHIEVEMENT

3. STUDENT OFFICER OR MEMBER OF A GROUP NEEDS INDIVIDUAL HELP IN PLAYING HIS OR HER ROLE MORE EFFECTIVELY IN THE GROUP

FUNCTIONS THE PEER GROUP SERVES FOR STUDENTS

OFFERS GROUP ACCEPTANCE

PROVIDES MEMBERSHIP OR
SENSE OF BELONGING

TEACHES SOCIAL SKILLS

WHAT YOU SHOULD KNOW ABOUT THE PEER GROUPS

1. ACTIVITIES
2. ROLES
3. ROLES ACCORDED STATUS
4. REQUIREMENTS FOR MEMBERSHIP
5. ORGANIZATIONAL PATTERN
6. CODES AND CUSTOMS
7. IMPACT ON THE INDIVIDUAL
8. INTERACTION WITH ADULTS

ETHICS IN COUNSELING

1. MORAL OBLIGATION TO SAFEGUARD THE CONFIDENCE, INDIVIDUALITY AND INTEGRITY OF THE CHILD

2. RESPONSIBILITY TO USE INFORMATION IN SUCH A WAY THAT IT WILL NOT BE HARMFUL TO THE CHILD

3. BE CAREFUL NOT TO EXCEED THE LIMITS OF PROFESSIONAL TRAINING

4. BE EXTREMELY CAREFUL NOT TO EXERCISE POWER LATENT IN YOUR POSITION TO JUDGE, IMPOSE VALUES UPON, MAKE DECISIONS FOR, OR MANIPULATE THE CHILD

5. BE CAREFUL TO SAFEGUARD WRITTEN INFORMATION AND TO PROVIDE SUCH INFORMATION TO OTHER AGENCIES ONLY WITH THE CONSENT OF THE CHILD OR AFTER SATISFACTORY ASSURANCE HAS BEEN GIVEN OF THE USE TO BE MADE OF THIS INFORMATION

PARENT CONFERENCES

CAN YIELD SUCH INFORMATION AS:

1. PARENTS' INTERPRETATION OF HOW THE STUDENT REACTS TO SCHOOL

2. STUDENT'S PHYSICAL HEALTH AND EMOTIONAL WELL-BEING

3. STUDENT'S ACTIVITIES OUTSIDE SCHOOL

4. TYPES OF DISCIPLINE AND MOTIVATION THAT WORK BEST IN THE HOME

5. STUDENT'S HOBBIES, INTERESTS AND ABILITIES

6. STUDENT'S HOME OR JOB RESPONSIBILITIES

7. KIND OF ENVIRONMENT IN WHICH STUDENT READS OR DOES HOMEWORK

8. ATTITUDES AND VALUES EVIDENT IN HOME SITUATION

9. INSIGHTS WHICH WILL HELP CLARIFY OR REDEFINE THE PROBLEM AND IDENTIFY POSSIBLE NEEDED ACTION.

INFORMATION AND INSIGHTS PARENTS MAY GAIN

1. HOW WELL THE STUDENT IS PROGRESSING IN YOUR CURRICULUM AREA AND HOW THE COURSE RELATES TO HER OR HIS EDUCATION AND VOCATIONAL PLANNING

2. HOW THEY CAN HELP THEIR SON OR DAUGHTER

3. WHETHER THE STUDENT IS ACHIEVING UP TO HIS OR HER ABILITY

4. WHETHER YOU APPEAR TO BE INTERESTED IN THEIR SON OR DAUGHTER AND SHOW A POSITIVE, HELPFUL ATTITUDE

5. WHETHER YOU UNDERSTAND AND AGREE WITH THEIR ASPIRATIONS FOR THE STUDENT

PROBLEMS WITH PARENT CONFERENCES

1. DISCREPANCY BETWEEN THEIR LEVEL OF ASPIRATION FOR THE CHILD AND ACTUAL SCHOOL PERFORMANCE

2. DISCREPANCY BETWEEN THEIR OWN AND THE CHILD'S EXPERIENCES IN SCHOOL

3. DISCREPANCY THAT MAY EXIST BETWEEN HOME VALUES AND SCHOOL VALUES

4. DISCIPLINE

PROCEDURES FOR HOME VISITS

1. HAVE A LOGICAL REASON FOR THE VISIT, AS OPPOSED TO A CONFERENCE AT SCHOOL

2. CALL THE HOME TO REQUEST PERMISSION FOR THE VISIT AND TAKE CARE TO ARRANGE A TIME CONVENIENT TO BOTH PARENTS, IF POSSIBLE

3. PLAN IN ADVANCE WHAT INFORMATION YOU NEED AND TAILOR YOUR QUESTIONS ACCORDINGLY

4. SPECIFIC QUESTIONS MUST BE PLANNED FOR EACH DIFFERENT HOME VISIT

5. DISPLAY AN INTERESTED, POSITIVE ATTITUDE THAT WILL ASSURE PARENTS YOU WANT TO HELP THEIR CHILD

6. CONTACT PARENTS FOLLOWING THE VISIT TO THANK THEM AND ASSURE THEM OF YOUR CONTINUED INTEREST AND COOPERATION

The PERSONAL Touch

Every teacher is a potential counselor. Often, the schedule of the school day becomes so hectic that we forget our responsibility to the individual student. Try to incorporate the PERSONAL touch into your teaching to enable you to reach your students more effectively.

P - Put yourself in the student's place. Try to understand the individual's feelings.

E - Encourage use of initiative. Explain its importance to employees in the world of work.

R - Respond to the student. Everyone needs recognition and students will usually perform better if they receive recognition for a job well done.

S - Success is important to your students. Provide a setting in your classroom that encourages it.

O - Open your door. Let students know that your experiences can benefit them. Be approachable.

N - Natural. Be yourself, be genuine.

A - Accept the individual. You don't have to approve of what a person does, but your approval of the person (the student) is important.

L - Learning. It occurs through preparing the student effectively and properly presenting the demonstration. Don't be hesitant to repeat the process before evaluation and follow-up. This is what school is all about!

Instructor's
Checklist for Parent Conferences

1. Do I have the purpose of the conference firmly in mind? Have I prepared an outline of the points I wish to cover with the parents?

2. Do I have the student records and other written information necessary for the conference ready?

3. Have I arranged for a setting that is private, comfortable, and has no physical barriers to communication?

4. Am I prepared to listen? Can I pay attention to what parents say and encourage their contribution without dominating the conversation?

5. Do I have a copy of my course outline and description ready?

6. Do I have a copy of the school's student handbook containing rules and regulations available for the parents?

7. Am I able to explain the counseling and additional services available to students at our school?

8. Will I be prepared to restate the important points of the conference at its close?

9. Can I close on a friendly note to demonstrate my willingness to cooperate?

10. Do I understand that this conference is privileged; that the information must be treated confidentially?

ROLE PLAYING SCRIPT

Situation: Mr. Jones is sitting behind his desk at the end of the school day. As he looks up, he sees Mr. and Mrs. Smith coming through the door with their son, Sammy. Two of the members of Sammy's baseball team are with them. Mr. Jones remembers that this is the day they had scheduled a conference and asks them to take a seat in the front row of desks.

Mr. Jones: I'd forgotten about our appointment, but thanks for coming. I've been concerned for a while now about Sammy's plans after graduation. I wanted to talk with you a few minutes about it.

Mrs. Smith: There's not a lot to say. We want Sammy to go to State U just like his brothers did.

Mr. Jones: Sammy has really shown an aptitude for electronics during this year, though. With some additional training, he could be a top-notch electronic engineer.

Mr. Smith: I've always thought that the service was a good place for a boy to spend a few years after high school. Couldn't Sammy get the training you're talking about in the service?

Mr. Jones: Sure. The service has excellent training programs. But I didn't know Sammy was interested in joining the military. What branch are you considering, Sammy?

Sammy: Well, I haven't really thought about it. I haven't thought much about college, either. I'd kind of like to work for a while when I finish high school. Just work and play my guitar.

Mrs. Smith: Sammy's always had a lot of musical ability. But son, don't you want to go to college like your brothers? Don't you want to be a dentist or a successful businessman?

Mr. Jones: Sammy's achievement tests and his grades in his academic subjects are fair. His real abilities lie in the field of electronics. There are a lot of opportunities available in the business world to students with Sammy's ability. His chances of achieving success in the business world are good right now. He could even combine his musical ability and interest with his electronics abilities.

Mr. Smith: That might be okay. We really haven't thought about him doing anything any different from what his brothers did.

Sammy: You really think I could get a job that would let me have music and electronics at the same time? Like a hi-fi shop or something?

Mrs. Smith: But Sammy, what about college?

Critique Points

Physical setting: Poor. The desk created a barrier between the teacher and the parents and added unnecessary distance. A more comfortable arrangement would have been desirable. The two members of the ball team should have been asked to leave.

Purpose: While the teacher had a purpose for the conference in mind, it wasn't well-planned or prepared for. No records were on hand to offer the parents insight into their child's abilities or aptitudes.

Participation: The instructor and the parents both tried to dominate the conversation. Instead of trying to provide some guidance to the student, they both wanted to express their opinions. The instructor should have been prepared to offer some alternatives, like post-secondary training or career information resources to the student.

Preparation: The instructor had checked the student's cumulative record for achievement test scores and grades, but that was the extent of the preparation that had been made for the conference.

Additional points:

INSTRUCTOR'S PLAN

INFORMATIONAL LESSON

Unit VIIIA
Lesson VIIIA-B

UNIT TITLE: The Role of the Vocational Teacher in Student Counseling, Placement and Followup

LESSON SUBJECT: The Instructor's Role in Student Placement

OBJECTIVES: Upon completion of this unit, the student will be able to:

A. Describe proper utilization of information services within the school.

B. Incorporate employment application skills into the individual's curriculum.

C. Prepare students for employment interviews.

TEACHING AIDS: Transparencies VIIIA-B(T1, T2)

Instruction Sheets VIIA-B(I1-I4)

MATERIALS: Overhead projector and screen

China marker

Blank transparency

REFERENCE: Career Counseling, Von H. Robertson, Editor. 1968 Yearbook, T&I Division of AVA, American Technical Society, 1968.

Human Relations in Business, Steven A. Eggland, John W. Williams, Southwestern Publishing Company, 1977.

Placement and Followup in Career Education, Lillian Buckingham and Arthur M. Lee. Center for Occupational Education, North Carolina State University at Raleigh. 1973.

Provide Information on Educational and Career Opportunities, Module F-4, The Center for Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210, 1977.

I. INTRODUCTION (Preparation of the Learner)

Federal legislation concerning vocational education has become increasingly concerned with placement of students in appropriate employment. Appropriate employment can be made by utilizing the information services within the school and community and equipping students with competencies necessary for employment applications.

II. LEARNING ACTIVITIES (Presentation of Information)

Instructional Topics Teaching Points	Things for Students to Do Things for Instructor to Do and Say
A. School's individual measurement program for students will help students establish their interests.	1. Assist counselor in: a. planning & administering group tests to your students b. scoring and recording test results c. selecting tests 2. Teacher should make full use of accumulated data for students in a consistent manner. 3. Examples of interest inventory tests often used in vocational education: a. Kuder Preference b. Ohio Vocational Interest Survey c. Strong Interest Blank
B. Use of Vocational Education Readiness Test	1. A model standardized test suggested for administration to vocational students a year prior to admittance to program a. assures that students meet minimum standards for admittance to program b. if students do not meet minimum standards, the test suggests ways to teach each area in remedial instruction: (1) auto mechanics (2) building trades (a) carpentry (b) basic electrical wiring (c) plumbing (d) masonry (3) home economics (a) clothing (b) quantity food production (4) welding c. divisions of each test (1) manipulative skills(psychomotor) (2) trade vocabulary (3) common tools (4) computational skills (5) reading problems d. administration of VERT: (1) available at no charge to MS vocational schools through Ed Thomas, RCU, MS State (2) is administered by teacher or counselor on individual basis (3) requires a minimum of training to administer

C. Once students' interests are established, the instructor can begin to incorporate this career information into the course content.

1. Have people employed in occupations related to class projects speak to students concerning their occupations
2. Use audio/visual aids
   a. films & filmstrips
   b. pamphlets
   c. related information
3. Set aside a career day every week, two weeks, or month

D. Use of occupational units

1. Have students clarify career goals.
2. Block into categories
3. Present occupational information on these categories.

E. Additional career activities

1. Maintain file on occupational information related to your field of work to be used in class as well as by individual students
2. Consult school's guidance staff for help in setting up career files
3. Use bulletin boards or student displays to emphasize occupational trends, career clusters, or a particular occupation

F. Sources of occupational information

1. Personal knowledge from someone experienced in the occupation
2. Textbooks
3. Reference books
   a. Dictionary of Occupational Titles
   b. V-TECS
   c. Occupational Outlook Handbook
4. Union officials
5. Guidance personnel

G. Necessary job application skills

Transparency VIIIA-B(T1)

Instruction Sheet VIIIA-B(I1)

1. Preparation of resumes'
   a. explain form
   b. include information that relates only to present
      (1) name, address, phone number
      (2) personal information
      (3) education
      (4) work experience
      (5) additional qualifications
      (6) references
   c. Title VII, Civil Rights Act: outlines information not pertinent to job applications

Instruction Sheet VIIIA-B(I2)

2. Preparation of letters of application
   a. first paragraph: how the individual learned about the position, states that they would like to be considered an applicant
   b. second paragraph: summarizes educational experience that qualifies applicant for position
   c. third paragraph: summarizes work experience and indicates resume' is enclosed
   d. fourth paragraph: tells how to contact individual, offers to come for an interview at employer's convenience, and thanks for consideration.

3. Completing employment applications
   a. secure variety of application forms from advisory committee
   b. stress importance of neatness, honesty, and presenting themselves in the best possible light
   c. explain to be prepared to complete application when going to an interview by taking a black pen, photograph, social security number, and having dates of educational background in mind

4. Writing letters of recommendation for student employment
   a. include:
      (1) personal traits of student
      (2) commitment to vocation
      (3) work experience you know of
      (4) special qualifications
      (5) your appraisal of the student's ability to do the job
   b. additional guidelines:
      (1) review records on student before writing
      (2) use school stationery
      (3) if you cannot write a letter of recommendation on the student, tell them. Suggest they contact another teacher.

H. Employment interview procedures

Transparency VIIIA-B(T2)

1. Pre-interview activities for students
   a. get information about company
   b. list personal and educational qualifications
   c. explain why they want the position
   d. try to find out interviewer's name

2. Conduct during interview
3. Following interview
   a. write followup letter thanking the firm for their consideration and indicating that he/she is looking forward to hearing from them
   b. prepare file or card indicating date of interview, name of interviewer, and any information that may be helpful in further contact with the firm

I. Additional suggestions for placement activities

1. Be aware of community employment trends
2. Secure employers to speak to classes on job opportunities and trends in employment
3. Inform students of community placement services
4. Visit establishments that will employ your students. Tell students about the:
   a. physical setting
   b. nature of the work
   c. general working conditions
   d. general atmosphere, OJT available, after work group activities.
5. Make sure of Job Placement Handbook for Vocational Guidance Counselors in Mississippi
   a. available through State Department of Vocational-Technical Education at no cost to local school
   b. outlines duties of counselor in placement as well as suggesting procedures for placement and follow-up of vocational students
6. Job-Interview Skills Training: A Workshop Model is available through State Department of Vocational-Technical Education at no cost to teachers. Provides a model format for career planning and training programs.

III. APPLICATION (Drill, illustrations, questions, participation in discussion, assignments, investigations, note taking, etc.)

Steps II and III are combined.

Students will participate in class discussion of topics and evaluate materials on handouts in class.

Through lecture, the students will become familiar with the various aspects of placing students and preparing them for employment.

IV. EVALUATION (Verification of students' comprehension of material presented)

A. Questions asked orally in class with the students' answers being evaluated by the instructor.

B. The students' participation in class activities and class discussion will be evaluated by the instructor.

C. Students will complete Instruction Sheet VIII A - B(I3). Following this, students will exchange the ideas they have prepared in the student activity.

V. SUMMARY (Reemphasize the important points. This summary may be given at any place in the lesson the teacher feels will be profitable to the student.)

Point 1 - Numerous instruments are available to help determine student interests. These are available through the counselor. This is an excellent way to begin to incorporate career information into your course.

Point 2 - Vocational teachers must arm students with the proper skills in applying for employment before sending them into the world of work.

Point 3 - The teacher must be prepared to do his or her part for student placement by writing letters of recommendation, keeping in touch with the business community, and conveying information to students.

SKILLS NEEDED IN PREPARING JOB APPLICATIONS

1. PREPARE RESUME' - OUTLINING BACKGROUND AND QUALIFICATIONS

2. OBTAIN AND COMPLETE APPLICATIONS FORMS

3. WRITE LETTERS OF APPLICATION

4. PREPARE FOR AND PARTICIPATE IN INTERVIEWS

IT IS OUR RESPONSIBILITY TO PREPARE STUDENTS IN THE APPLICATION SKILLS THEY NEED TO GAIN ADMITTANCE INTO THE VOCATION WE HAVE PREPARED THEM FOR.

PREPARING STUDENTS FOR JOB INTERVIEWS:

1. LOCATE GENERAL INFORMATION ABOUT THE COMPANY

2. LIST PERSONAL AND EDUCATIONAL QUALIFICATIONS FOR POSITION

3. PREPARE TO DISCUSS WHY THEY WANT TO WORK THERE

4. PLAN THEIR PERSONAL APPEARANCE CAREFULLY

5. ATTEMPT TO DETERMINE THE NAME OF THE INTERVIEWER IN ADVANCE

THESE ACTIVITIES ARE TO BE DONE BY THE STUDENT, BUT IT IS YOUR RESPONSIBILITY AS AN INSTRUCTOR IN VOCATIONAL EDUCATION TO MAKE SURE THAT THEY KNOW TO DO THESE THINGS.

R E S U M E'

Name: Susan B. Wright

Address: 310 State Street
Anytown, Mississippi 30003

Telephone: 777-0770

Height: 5 feet, 8 inches

Weight: 150 pounds

Health: Excellent

Age: 18

Education: Will graduate from Anytown High School, Anytown, Mississippi in May, 1982

Currently enrolled in second year Auto Mechanics Course, Anytown Vocational-Technical Center, Anytown, Mississippi

Activities: Vice President, Anytown Vocational Center VICA Chapter 1981-1982

VICA member, 1980-1981

State VICA Auto Mechanics Aware, 1981

Anytown Vocational Center Outstanding Auto Mechanic Award, 1981

References: Mr. Joe Jones, Auto Mechanics Instructor
Anytown Vocational Center
Anytown, Mississippi

Mr. Ralph Roberts, Director
Anytown Vocational Center
Anytown, Mississippi

Ms. Jan Johnson, Director
Anytown Youth Center
Anytown, Mississippi

310 State Street
Anytown, Mississippi
November 10, 1981

Hometown Motor Company
101 Main Street
Anytown, Mississippi

Dear Mr. Carson:

Mr. Joe Jones, the auto mechanics instructor at Anytown Vocational Center, told me about the opening at Hometown Motor Company for a mechanic's helper. Please consider me an applicant for this position.

I am a second-year auto mechanics student at the Anytown Vocational Center. Mr. Jones is my instructor. I have maintained an overall B average for the last two years, with A's in auto mechanics. I will graduation in May, 1982. I believe my vocational training will be helpful in a position like mechanic's helper.

I am enclosing a resume'. I would like to come for an interview at your convenience. My telephone number is 777-0770. Thank you for your consideration.

Sincerely,

Susan B Wright

Susan B. Wright

Enclosure

TO WIN THE INTERVIEW:

(1) Arrive a few minutes early with a copy of your resume

(2) Address the interviewer by name and make eye contact often

(3) Stand until you're invited to sit

(4) Don't chew gum, smoke, or eat candy during the interview

(5) Be yourself

(6) Avoid nervous habits (fidgeting, cracking knuckles)

(7) Answer questions clearly, with more than a "yes" or "no"; avoid meaningless, repetitive phrases "you know", "well, it's this way"

(8) Be ready to discuss responses on application form

(9) Don't prolong the interview

Student Activity

Your vocational director has decided that each vocational instructor will be responsible for implementing a career information unit into their instruction. You are to submit a general plan for the presentation of the information to the director using the format below.

General Objectives:

Source of Information:

Method of Presentation:

Time Frame for Presentation:

Audio-Visual Materials or Aids to be Used:

INSTRUCTOR'S PLAN

INFORMATIONAL LESSON

Unit VIIIA
Lesson VIIIA-C

UNIT TITLE: The Role of the Vocational Teacher in Student Counseling, Placement and Follow-up

LESSON SUBJECT: The Instructor's Role in Student Follow-up

OBJECTIVES: Upon completion of this unit, the student will be able to:

A. Identify the duties of the vocational teacher in follow-up.

B. Organize and maintain proper files on past students.

C. Conduct follow-up surveys for program improvement.

TEACHING AIDS: Transparency VIIIA-C(T1)

Instructional Sheets VIIIA-C(I1, I2)

MATERIALS: Overhead projector

Screen

REFERENCES: Follow-up Guidelines, Mississippi Post Secondary Vocational Education Data System

Follow-up Guidelines, Mississippi Secondary Vocational Education Data System

Five Year State Plan for Vocational Education, State of Mississippi

Policies and Procedures Manual, Vocational-Technical Division of State Department of Education, Jackson, Mississippi

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I. INTRODUCTION (Preparation of the Learner)

Follow-up is an evaluation technique that allows vocational educators to refine the quality of their programs and determine local training needs. A one-year follow-up of vocational completers and leavers is authorized by PL 94.482, the 1976 Vocational Amendments. Each individual school is responsible for conducting the follow-up and reporting to the State Department of Vocational-Technical Education.

II. LEARNING ACTIVITIES (Presentation of Information)

Instructional Topics Teaching Points	Things for Students to Do Things for Instructor To Do and Say
A. Responsibility for follow-up Instructional Sheet VIIIA-C(I1)	1. Follow-up falls under the broad area of program evaluation and should be utilized in program improvement practices a. allows for curriculum revision b. makes vocational education accountable to the local employment situation 2. Responsibility for follow-up procedures on the local level rests with the local administration a. may be conducted by the administrator b. may be assigned to a particular individual within the system c. may be assigned to the individual teachers 3. Mississippi's student follow-up system complies with the Vocational Education Data System - VEDS
B. Suggested procedures for post secondary follow-up	1. Identify student completers and leavers a. conduct mailout survey b. monitor student responses c. code returned questionnaires d. complete data transmittal sheet e. package and mail to State Department of Vocational-Technical Education 2. Identify employer population a. conduct mailout survey b. monitor employer responses c. code returned questionnaires d. complete data transmittal sheet e. package and mail to State Department of Vocational-Technical Education
C. Suggested procedures for for secondary follow-up (Vocational Education Follow-up Form 0-1A) Instructional Sheet VIIIA-C(I2)	1. Information reported: a. employment status of all completers and leavers by racial/sex designation b. employers' mean rating of students on: (1) technical knowledge (2) work attitude (3) work quality (4) overall rating c. Standard Occupational Classification d. average hourly wage of males/females

Transparency VIIA-C(T1)

2. Preprinted information on form:
   a. name of program
   b. O.E. code
   c. school
   d. district
   e. completer/leaver totals for previous year as reported on O-2
3. Form is submitted by program (instead of one per teacher)
4. Suggested calendar
   a. April 1- begin surveys
   b. late April - complete surveys
      compile data
      complete O-1A form
      file survey forms
   c. by May 15 - mail form to Office of Management and Reporting, State Department of Vocational-Technical Education

D. Cooperative Education Programs

1. Forms are submitted by individual coordinator
   a. Initial report - O-2A
   b. Memorandum of Training Reports - O-3
   c. Follow-up - O-1A
   d. Final report - O-2

E. Information necessary for maintaining student files

1. Essential personal data
2. Classification on O-2 forms
3. Permanent address and person to contact for follow-up purposes
4. Where student is employed
5. Date of employment
6. Name, telephone number and address of employer
7. Year of enrollment and completion and any additional notations that will be helpful to you in making future recommendations to employers concerning the students

F. Follow-up surveys will help vocational teachers determine:

1. Number of students employed and kinds of employment
2. Value and adequacy of vocational training
3. Extent of occupational mobility of former students
4. How school can be of further assistance to graduates
5. Occupational difficulties encountered

G. Method of surveying

1. Must be impartial
   a. random selection
   b. entire population of a particular class

2. Technique
   a. telephone
   b. interview
   c. mailout
3. Questions to be answered
   a. what part of their vocational training was important to the students
   b. what part of their vocational training was unimportant to the student
   c. how they would improve the vocational program
   d. what part of the program was important and unimportant to the employer

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III. APPLICATION (Drill, illustrations, questions, participation in discussion, assignments, investigations, note taking, etc.)

Steps II and III are combined.

Students will participate in class discussion of topics and evaluate materials distributed in class.

Through lecture, the students will become familiar with the teachers' responsibilities for student follow-up.

IV. EVALUATION (Verification of students' comprehension of material presented)

Questions asked orally in class with the students' answers being evaluated by the instructor.

The students' participation in class activities and class discussion will be evaluated by the instructor.

V. SUMMARY (Re-emphasize the important points. This summary may be given at any place in the lesson the teacher feels will be profitable to the student.)

Point 1 - The teacher's position is a unique one in determining the effectiveness of a school's guidance program. Because of

your position, you are able to perform many essential tasks inherent in an effective guidance program.

Point 2 - In addition to the unique contribution the teacher may make, you must understand that what you are as a person has much more effect on the student than what you do.

Point 3 - Placement and follow-up of your students serves as insurance of a successful vocational program.

STUDENT INFORMATION NEEDED FOR ENROLLMENT AND TERMINATION REPORTS

TOTAL ENROLLMENT BY 6 DIGIT O.E. CODE

TOTAL ENROLLMENT BY RACIAL/ETHNIC DESIGNATION AND SEX

TOTAL ENROLLMENT BY PROGRAM LEVEL

- HIGH SCHOOL
  - BELOW 10TH GRADE
  - 11TH AND 12TH GRADE
- POST-SECONDARY
- LONG-TERM ADULT
- SHORT-TERM ADULT

TOTAL ENROLLMENT FOR SPECIAL NEEDS

- HANDICAPPED
  - CONDITION
  - INSTRUCTIONAL SETTING
- LIMITED ENGLISH SPEAKING ABILITY
- DISADVANTAGED
  - ECONOMICALLY
  - ACADEMICALLY
- REGULAR

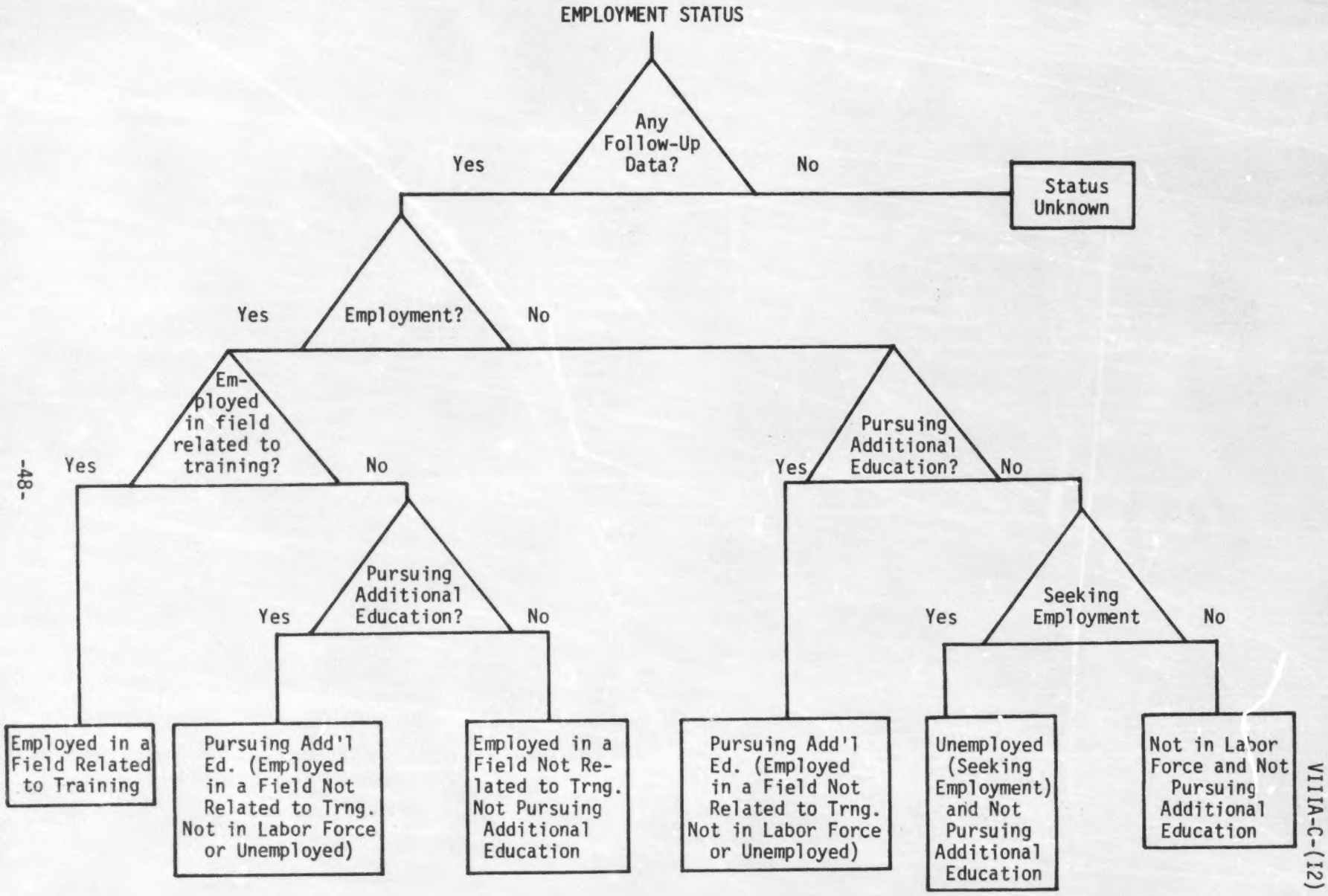
TOTAL ENROLLMENT FOR COOPERATIVE STUDENTS

COMPLETION STATUS

- TRANSFERS
- COMPLETERS
- LEAVERS - COMPLETED MORE THAN 50%
- LEAVERS - COMPLETED LESS THAN 50%

SCHEDULE OF STATE DEPARTMENT OF VOCATIONAL-TECHNICAL EDUCATION REPORTING

Report	Function	Due Date
Initial Report 0-2A	Enrollment in program by grade level	October 1
Identification of Vocational Special Needs Students 0-6	Completed for each student classified as disadvantaged	local files only
Teacher Schedules 1-1B	If schedule changes second semester, form must be re-submitted within 2 weeks	2 weeks after semester begins
Summary of Dis-Advantaged Students 0-7d, 0-2A	Roster of all students classified as disadvantaged	October 1
Summary of Vocational Preparatory Programs for Handicapped 0-7H, 0-2A 0-7D, 0-2	Roster of all students enrolled in vocational preparatory programs for the handicapped	October 1
Memorandum of Training Form 0-3	Cooperative Education Instructors	October 15
Follow-Up 0-1A	Follow-up of all vocational programs	April 1
Local Plan	Plan for all vocational programs	April 1
Final Report 0-2	Total enrollment and completions for July 1 to June 30	July 15
Local Travel 223-D	Submitted semi-annually on any local school district travel occuring in promotion and supervision of vocational education	January 15 July 15


EMPLOYMENT STATUS
Any Follow-Up Data?
Yes
No
Status Unknown
Employment?
Yes
No
Em-ployed in field related to training?
Yes
No
Pursuing Additional Education?
Yes
No
Pursuing Additional Education?
Yes
No
Seeking Employment
Yes
No
Employed in a Field Related to Training
Pursuing Add'l Ed. (Employed in a Field Not Related to Trng. Not in Labor Force or Unemployed)
Employed in a Field Not Related to Trng. Not Pursuing Additional Education
Pursuing Add'l Ed. (Employed in a Field Not Related to Trng. Not in Labor Force or Unemployed)
Unemployed (Seeking Employment) and Not Pursuing Additional Education
Not in Labor Force and Not Pursuing Additional Education

VIIIA-C-(12)